In conclusion, the Member added that model Industrial Institutes efficiently worked would render the State truly model.

Dewan's reply.—Noted.

113. Suggestions regardng the establishment of Technical Schools.

Mr. G. Velayudha Kurup (Member, Chirayinkil taluk) said that it was the duty of the Government to find out measures for the expansion of industries in the State. The raw materials produced in the State were exported to other countries at cheap prices and they were re-imported into the State subsequently in an altered form and had to be purchased at more than twice or thrice their original prices. The Member then discussed the desirability of starting various industries in the State, such as soap-making, manufacture of candles, cocoanut butter, buttons, etc., and said that the required quantity of raw materials was found in abundance in the State. It was also the duty of the Government to find some means of livelihood for persons who started as students but ultimately failed to obtain any certificates qualifying them for entering Government service. The starting of local industries would help such men considerably.

The Member suggested that a class should be added to each Lower Grade School for imparting knowledge on local industries, that Technical schools should be started in all places where there were Higher Grade Elementary Schools and that a Central Technical Institute should also be opened in the State.

Dewan's reply.—Noted.

114. Desirability of effecting timely changes in Vernacular Education.

Mr. K. P. Narayana Pillai (Member, Chengannur taluk) made certain suggestions for improving Vernacular education. The Member then made some detailed proposals to bring about a higher degree of efficiency.

The inspecting staff was at present composed of only 28 officers to inspect 2,317 Elementary schools. With the limited time at their disposal, they were not able to supervise efficiently the working of each school.

There was a cry from all the Headmasters for the appointment of additional assistant teachers. The classes were overcrowded. Some of them had more than 50 and 60 pupils. The teaching could not be efficient, unless additional teachers were appointed. The teachers were holders of either the School Leaving Certificates or Higher certificates. Their prospects of promotion were very limited. As promotion depended more or less upon seniority in service, the teachers did not care to obtain higher qualifications. In the Member's opinion, the appointments of Elementary school teachers should be graded and promotions made to depend upon the passing of higher departmental examinations to be prescribed by the Government. Those who were so inclined should also be allowed to appear for University Examinations and also privately for Secondary School Final examinations. The minimum pay of teachers should be fixed at Rs. 15 per mensem and they should have scope to go up to Rs. 50 in the department.

The policy of training the teachers for 2 years was abandoned, the chief reason being the incompetency of the Head Masters of Training schools to train the students under them. In the Member's opinion the present system of training teachers was unsatisfactory. The Training schools should be supplied with all equipment. As it was not possible to start Training schools on thorough lines all over the State, the Member suggested that the Central Training School at Trivandrum might be utilised for training teachers and that a limited number of equally qualified teachers be selected from different schools and deputed to undergo training in the Trivandrum Training College for a period of 2 years. It was also advisable to ask the Principal of the Training College to visit all the Vernacular schools in the State. The Member suggested the creation of Teachers' Unions and Conferences.

There should be a Central Teachers' Union for the whole State. The professors of the College down to the teachers in the first class should be members of the Union. Under its auspices there should be branch unions in different places.

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Matters pertaining to education, teaching, etc., should be freely discussed in such Unions. The deficiency arising from want of training would be partly mitigated by such Unions.

The Member next considered the question of affording scope for ample physical exercise to the pupils. The working hours in the Elementary schools were from 10 A. M. to 12 noon and again from 1 P. M. to 4 P. M. The period was unduly long, especially for boys of tender age, most of whom did not get their mid-day meals. The Member suggested that the working hours in Elementary schools be fixed from 7-30 A. M. to 10 A. M. and again from 3 P. M. to 4 P. M. One period of 50 minutes was also unduly long. Arrangements should also be made for examining the physical condition of the boys from time to time.

There were bitter complaints from several quarters in regard to the selection of Text-books. The Member was of opinion that the selection of a book should depend upon its intrinsic worth and not upon the authors of the books. There should be an understanding that only original works, adaptations from books written in other languages, and scientific books would be selected as text-books. If the present Text-book Committee did not carry out their trust properly, a re-constitution of the Committee might be effected. It would be well if books written by approved authors were selected as text-books.

Under the Copyright Bill recently passed by the Legislative Council a book written in another language could be translated into Malayalam only 10 years after the date of its first publication. As there was a dearth of good books in Malayalam, the Member said that the above provision was unwholesome and should be deleted.

Finally, the Member spoke about the necessity of imparting higher education in Malayalam. The education up to the VII class in Malayalam and III Form in English was termed primary, while the education from IV Form upwards was termed Secondary. If the subjects taught from IV Form up to VI Form in English be taught in Malayalam, the education so imparted might be termed Secondary education in Malayalam. As Malayalam was taught as an optional subject in English schools, English might be taught as an optional subject in such Malayalam Secondary classes. The people wanted the introduction of Secondary education in Malayalam also. Those who passed the examinations prescribed for Malayalam Secondary classes should be granted Secondary School Leaving Certificates in Malayalam which should be of the same value as the Secondary School Leaving Certificates in English. In accordance with the opinion of the Special Committee appointed sometime back to enquire into the condition of Vernacular education, the Member suggested that the proposed higher classes in Malayalam should be attached to the existing higher grade Secondary schools so as to form a distinct section in those schools.

In conclusion, the Member prayed that the changes suggested by him might be sympathetically considered by the Government and that the same be sanctioned in commemoration of the *Shashtipurthi* of His Highness the Maha Rajah.

Dewan's reply.—Noted.

115. Suggestions for improving Vernacular Education.

Mr. N. Trivikrama Kymal (Member, Changanacherry taluk) spoke about the present unsatisfactory condition of Vernacular education and of its uselessness to the pupils to earn a living after leaving school. He then made the following suggestions:—

(1) Technical education should be introduced in Elementary schools.

(2) Classes 8, 9 and 10 should be opened in them with a view to give instruction to the pupils preparing for the Higher Vernacular Examinations.

(3) A Vernacular examination on the model of the Middle School examination should be introduced.

(4) A few schools, where agriculture and industry should be made compulsory and where practical lessons in those subjects should be given, should be opened as an experimental measure.

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